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## **Competence paradigm in higher art education**

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**Abstract.** The article analyzes the views of contemporary scholars on the nature of the competence approach. Features the particularities of the introduction of competence-based approach and the ways of its implementation in higher education.

**Keywords:** competence approach, paradigm, discourse, competence, competency, higher education.

The competence approach to the professional training of the experts in a higher school has recently become an object of lively discussions in the community of our country and abroad. Despite of the common increase of research activity the problem of the education's competency has passed into the practical elaborations. It mainly concerns the revealing of the future experts for the purpose of creation the standards of the new generation. There is an attempt to take into consideration the particularities of our domestic labour-market with the less examination of the necessity of designing the competences in the course of European education dialogue. Nowadays there is a multitude of publications that have a broad enumeration of the competences according to the certain specialities. The numerous discussions about the nomenclature and competence classification are quite important, but they cannot replace the understanding of its essence and identity. It is thought that within the competence approach should be distinguished two aspects as well as within any other object of scientific-cognitive and practical activity. They are: phenomenon and essence [1]. As far as penetration into the depth of things make up the main task of science, from the scientific point of view the problem of competence approach must be solved not only as fixation of its manifestations in the teaching practice but first as the comprehension of the essence of the competences and competency[1, p.9].

**The analysis of the latest researches and publications.** The activization of the competence discourse, the heightened interest of scientific community towards the current problem, the great amount of scientific articles and monographs, dedicated to this question, all this hasn't resulted in creation of a single conception. Actually the domestic and foreign science has a kind of dissension in comprehension of the essence, that the notions "competence" and "competency" have (V. Andrushchenko, D. Yermakov, V. Luhovyi, O. Zinevich, N. Chomsky, H. Tchagapsoev and others). Generalizing the views of the scientists it may be certified that the majority of them designate the competences as the normative requirements for the educational content while the competency is defined as the set of interrelated qualities of personality, that determine a successful accomplishment of some activity. There is another thought concerning the essence of the competence approach, that presents not only a pedagogical but also a wide sociocultural discourse [8]. Opposing the identification of such notions as "competence" and "qualification" [12], the scientists highlight that the problem of notional correlation is actually hidden in the dilemma of education and economic progress. An education that has a competency orientation is a true mover of socioeconomic modernization while the competency person is a developed personality, individuality. Apropos, J. Raven in his competences' theory does not compare the competencies with the education, but with the society, types of sociality and motives of social action, distinguishing 40 competences. The author is based on such personal qualities as "ability", "readiness", "responsibility", "confidence", in actions and social behaviour. In our opinion that is precisely what can be accepted as a motto of the competence approach "not for school we study, but for life" [9].

**The aim of the article** is to realize the terminological discourse of competence approach and to find out the correlation forms of competence with a spiritual potential of personality.

According to the subject structure of the educational content, three levels of competences are usually distinguished: key (generally cultural), professional and subject ones. Within the European project of realization the competence approach in the higher

professional education "Tuning Educational Structures in Europe" 85 competences were selected. The major part that constitutes this number is socioeconomic competences. However, most of researchers are right when affirming that socioeconomic competences, being the normative requirements for the content of education, are demanded to certify, to describe the phenomena occurring within a labour-market and to adjust the education to them. At the same time there is a real danger to lose the innovative potential of competence approach because of the lack of attention given to a spiritual sphere of personality. Such a situation raises the new actual issues of pedagogics so we are appealing to the analysis of the modern conceptions for the purpose of finding an answer to them.

Examining how the paradigmatic approach was establishing in the education, H. Tchagapsoev [7] put a question about the limit of competency and its forms of correlation with a type of personality and professional identity of a person. The author keenly criticize the formulation of a great amount of competences, highlighting that within European discourses the categories of "competence" and "competency" obtain sociological and sociophilosophic senses, aimed to express the particularities of the type of personality as well as features of some historical age. Hence it follows a conclusion: the competence principle is a way to project the essential forces of society on the educational sphere, being at the same time the basis of projecting the paradigm and educational models [7]. The category of "competency", says H. Tchagapsoev, "expresses and projects the time challenges, its requests and any type of personality or professionalism on the education" [7, p. 13]. In this sense the competence approach is a way and a mechanism of projection the educational models and correction of its guidelines within either existing paradigm of the education or formation of the new educational paradigm as a set of a great number of models. The author's key question about the quantity of competences for some kind of professional competency actually isn't less significant. Because even a sum of the best competences doesn't guarantee the professionalism of a person as there are still many things that depend on his individual qualities and personal identity.

These ideas make possible the elaboration of forms and types of social identity, created by the combinations of kinds of the competence and competency. From our point of view such semantic potentials of the education as "competence" and "identity" are the basis of spiritual potential of personality. That is because even the sum of the best competences doesn't guarantee the comprehension of social spiritual qualities too.

The conception of O. Zinevich [2] heightens the problem of the innovative potential of the competence approach which is considered to favour the conversion to a non-classical model of the whole educational system. The knowledge that makes up the content of educational process is that kind of knowledge which are correlated not only with the special features of means of scientific and educational activity but also with external valuable and targeted structures. The authoress highlights the connection of the competence approach innovation with the humanitarian crisis and says that the former leads to the transformation of the basic humanitarian aim – the creation of subject and personality as the bearer of social spiritual qualities [2].

The focus on resolving the issues in different spheres and kinds of activity favour the structural and content integration of the competence selection. It is worth saying that there is a possibility to group the competences more systematically and theoretically if taking into consideration the kinds of human activity, existing in the system of subject-object and subject-subject relations [4].

In such a context 5 kinds of competences may be distinguished: intellectually knowledge-based, innovative-creative, valuable-orientated, dialogical-communicative and artistic-creative ones [4].

Without pretending to the fullness of solving the issue, we will single out from our point of view some important aspects of the modern discourse of competence approach in a higher school.

First of all, to define the essence and the ways of realization of the competence approach it is demanded to reveal its connections with the top conceptions that constitute the scientific basis of contemporary education.

Lately, the view towards a man, its development and formation changes due to the changing image of the world. Today one can affirm that the realization of superior "ego" is possible only through its cognition of its own interior nature. The ideas concerning the self-development of personality, its spiritual potential and ability to be realized from the creative side become more and more popular. The focus of cognition is replaced from the social structures on the human individuality and subjectivity. The society rushes for the anthropocentrism and this very principle managed to come into the modern pedagogy just for its reflection of the far-going changes in the social reality.

While looking for the answers to the question about the formation of competences it is logical to appeal to V. Chadrikov's conception, who examines three kinds of human abilities: 1) abilities of the individual or natural abilities; 2) abilities of the subject of activity, which are formed with the help of intellectual operations; 3) abilities which are formed owing to the personal values and senses. Basing on these statements, the classical paradigm can be said to provide the formation of the cognitive experience. The integral set of three kinds of experience can be an invariant of continuous education. Among them are: cognitive (theoretical), social and reflexive experience. This set is a concretization of the notion "competence". The structure of these kinds of experience remain invariable in the course of human movement in the system of continuous education and it is a basis of development of the general human ability to find out the solutions of the issues basing on the knowledge that is called competence.

In the second place it is quite necessary to differentiate the knowledge in the traditional teaching process, when the former is considered to be a memory retention and a skill to reproduce the scientific facts as well as the competency knowledge.

The competence approach, being introduced into the educational process of a higher school, favours the conversion to the non-classical model that bases on the new type of post-non-classical rationality. As it was already mentioned, the knowledge existing in the content of the educational process is that kind of knowledge that are correlated not only with the special features of means of the educational activity but also with external

valuable and targeted structures, that unite the internal aims with external cultural values and standards. Spiritual "ego" of the subject correlates with the general cultural potential that is basic sociocultural values. What will actually become the formed competences of a student depends on the degree of formation of the valuable center of its personality. We share the V. Lugovyi's opinion that in case of grafting and apprehension an appropriate system of values leads to success through an appropriate human focus and mobilization like it happens with the right system of knowledge that is offered adopted and which favours the life successfulness of a person, increasing his adaptability to a known and predicted world. Emotionally sensual (valuable) priority in the kingdom of the objects is as important as the abstract comprehension (understanding) of the objective world [4]. With such an interpretation the knowledge plays the role of the guideline if a person determines his area of activity. They are closely related with the skills as well as the normative-regulatory mechanisms of the personal potential.

In the third place the contemporary terminological discourse of the competence approach to the professional training of the personality implies the fundamental nature of the education – that's why the substitution of theoretical knowledge is practically inadmissible. Fundamentalization is a priority of spheres and methods of cognition which have a universal meaning for the professional training of an expert. The optimal variant for elaboration of methodical educational system based on the principle of the competence approach may be the competency tasks. The construction of the C-tasks within the international researches is characterized by such components as context (social, global and personal), knowledge about the world, skills at using the scientific knowledge in the life situations and also the interest in the professions.

In the fourth place the elaboration of the methodology of diagnosing the competences as the key ones implies the use of concrete diagnostic methods. The question is which of the concrete diagnostic methods, existing for studying the particular key competences in psychology and pedagogics, can be used in diagnosing the formation levels of each of them. Beside the traditional methodics of diagnosing (pedagogical monitoring, resultant

and longitudinal methods, questioning, testing, rating and others) there is an increasing interest of researchers in elaboration and perfection the methods, focused on studying the individual uniqueness of each particular subject. The traditional psychological and pedagogical methods of cognition the personality are intended first of all for defining the individual differences, the presence or absence of particular features, qualities and not for studying the individuality as it is. Taking it into consideration lately, there is a growing actuality of searching such methods of cognition the personality that could give an opportunity to study the abilities as the individual-psychological particularities and innate conditions as well as endowments in accomplishing some kind of activity.

In the fifth place the contemporary comprehension of the competency implies the obligatory involving of future expert into the interdisciplinary relations. The general methodological basis of the competence approach must become an integration of the educational scope.

The realization of above-mentioned statements in the educational environment of a higher educational institution will ensure the solution of strategical task that is to train the professionally competent, competitive and mobile experts, which would be able to adapt themselves to the dynamic progress of the professional environment and to improve their professionalism.

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**Олексюк О.М. Анотація.** У статті проаналізовано погляди сучасних учених на сутність компетентнісного підходу. Розкрито особливості упровадження компетентнісного підходу та показано шляхи його реалізації у вищій школі.

**Ключові слова:** компетентнісний підхід, парадигма, дискурс, компетентність, компетенція, вища освіта.

**Олексюк О.Н. Аннотация.** В статье проанализированы взгляды современных ученых на сущность компетентностного подхода. Раскрыты особенности внедрения компетентностного подхода и показаны пути его реализации в высшей школе.

**Ключевые слова:** компетентностный подход, парадигма, дискурс, компетентность, компетенция, высшее образование.